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The business department of THE JOURNAL is on page 46.

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New Year's resolution that can be safely made by teachers in every capacity of educational work, is this: I will cultivate, from this time henceforth, a belief in my own possibilities to reach a higher plane in the work of teaching than I ever yet have done.

A confidence in one's power to accomplish is the first requisite to success in either pupil or teacher. If it is the work of the teacher to inspire the pupil with a self-confidence that shall generate enthusiastic effort, who shall inspire the teacher? Shall professional books do this work? While they point to higher planes of professional thought, it must be confessed that the index finger is often cold and ghost-like. Shall educational magazines do this work? Here, again, the complaint is made that they are fault-finding with their ceaseless "ought" and "should." Shall educational associations kindle the inspiration-fire? Shall the circle of teachers in each locality communicate the magnetic current of inspiring courage? While all these influences, however defective in their practical working, are true sources of inspiration, there is another that outweighs them all with the true, conscientious teacher. It is the needs of the children themselves. Their unconscious demands for the best help is an appeal that is felt more and more strongly by the earnest teacher as the days and years go by. The year 1892 will be crowded with opportunities to elevate the teacher's calling by lifting the children to higher levels where they may catch truer views of life and its meaning. The teacher must believe in this uplifting power. He must believe that he is capable of possessing it and using it in a far greater degree than ever before. *He must have faith in his own possibilities*—a faith that will blossom into hopeful, inspiring work.

Is the new education able to stand the test of the examinations? We unhesitatingly reply, yes. The new education is able to stand examinations far better than the old; but it must not be one of the *7x9* kind. The new education in Quincy was put to the test of the examination and vindicated itself. The new education in the Cook County normal school will vindicate itself; it asks no favors. Col. Parker would like nothing better than for a dozen of the men in America most competent to judge of education to visit the practice department of his school and say whether the children were being taught on right lines or not. If it turns out that children taught in accordance with new education principles, cannot employ the words belonging to their vocabulary, nor use numbers appropriate for their age readily and intelligently, nor give fitting judgments concerning the world about them and the things in it; nor have sufficient practical knowledge as to their own bodies and the care of them, and know how to engage in many of the practical arts such as sewing, cooking, molding, con-

struction, designing, and representing; nor have come to some definite conclusions as to what is right and what is wrong—then we want to know it—the whole body of thinking educators want to know it. If it cannot hold its own then it must go down.

The glee with which the old education advocates reported the opinions of Mr. Thornton as to the standing of the practice department of Cook County normal school, shows that they are ready to array themselves under any leader. The question will broaden as people think of it; personalities will disappear. The question will come up, "What are the Cook County methods?" And when they are detailed they will be adopted—this will be the result of Mr. Thornton's examination.

There is a national desire in this country to jump to the top of the ladder, ignoring the divine plan to climb to it round by round. So many varieties of nervous tension and exhaustion are produced by it that a foreign writer has given to it the general name "Americanitis." He goes on to say: "This disease is found in every occupation and department of American life. It is a spiritual even more than a physical disease; an intense and almost insane desire to reach the topmost places at a bound; an inability to grow into things; a determination to take them by force." Teachers have a positive duty in the prevention of this disease in the school-room. One of the most pronounced symptoms will be a tendency to worship one hundred per cent. For this reason all feverish examinations, where results are estimated in figures, must be carefully avoided. In the meantime equable circulation may be preserved by frequent physical exercises. The pulse beat may be lessened by daily doses of old-fashioned thoroughness and plenty of out-door observation of the way nature does her work. It will be found that seed-time and blossom-time are not very close together.

The school that hears nothing of the world outside lacks something that all the recitations in arithmetic and grammar cannot supply. It is the custom now in all good schools to devote some time to stating the greater current events. The use of the ordinary newspaper is very objectionable. There are mean squibs at Christianity, at marriage, at mothers-in-law; there are dog fights, divorces, murders, run-away marriages, and burglaries. To meet the need of a clean, accurate, and properly proportioned account of current events the publishers have issued *OUR TIMES*, which has proved very popular—nearly 10,000 boys and girls are now subscribers. Let a teacher send for a copy for examination; the price in clubs is only 25 cents. Certain it is that a school that does not keep pace with the music of the times will fall behind.

There is a demand for numbers of THE SCHOOL JOURNAL of Sept. 26, '91. Our supply is exhausted, and if some of our subscribers will accommodate us by sending us theirs, we will pay ten cents apiece for them.

Cook County Normal.

As soon as Mr. Charles Thornton was elected as a member of the board of education having charge of the Cook County normal school, rumors spread that the defects of the new education would be shown up and astonish the world. Mr. Thornton visited the practice department of the school, asked his questions and made his report. The board of education thereupon appointed County Superintendent Bright to examine and report. The substance of this report is given elsewhere. As the board proceeded to appropriate \$45,000 for a gymnasium it would seem that their intention is to expand and enlarge the school.

Mr. Thornton must be looked on not as an opponent of normal instruction—no man would be foolish enough to do that to-day, but as a representative of that class of men who demand measurable "results" from teachers. Up to this time, to know whether a teacher had spent his time profitably to the pupils, the lawyer, the doctor, and the other members of the managers entered the school and heard the classes read, gave them "sums to do," looked at their copy-books, caused them to parse, and then passed judgment. It has been dawning on the minds of people lately that while there should be "results" concerning many fields of knowledge apparent to the general busy man of the world, there will be many that only a student of child-growth can discover, and a vast number that cannot be grasped at all.

We do not propose to defend Col. Parker's methods in the Cook County normal school; we desire the public to know them. If they are wrong the sooner it is found out the better, for they are exerting a wider and profounder influence to-day than ever before. We have visited the school a good many times, and have always been impressed with the earnestness with which a genuine educational work has been carried on. We do not pretend to say that the pupils of a certain grade in the practice school can spell better, read better, use numbers more quickly, etc., than those in the same grade in some adjoining school; this is not what was aimed at, as we understand the matter. It was proposed, so we understood, to carry forward that practice school in accordance with the best light concerning education; the students in the normal school came into it to teach in accordance with the best ideas concerning education they could get. This being the aim of the school, any criticism of the school must be aimed here. Mr. Thornton should have aimed to show that the teachers coming forth from the school are failures, in order to have criticised Col. Parker. As it is he only appears as the champion of parents who send to the school, and these have no complaints to make.

Nevertheless, if the pupils of the practice school are really not so well educated as those of the other public schools in Chicago it would indicate that the best educational methods were not employed. Now the witnesses to the methods employed there are very numerous; there is scarcely a day but some visitor is not seen making notes of these; they are in use in all the best schools of the country. That the pupils in that practice school may not show as good technical results as in some other of the other public schools is possible, for it must be remembered that the teaching is done by persons who are *learning how to teach*. But it is remarkable that if this is the case, that the parents of the children should not have found it out, and that parents at a dis-

tance are pressing to get their children into the school!

This effort of Mr. Thornton will be of great service to the Cook County normal school. It will call public attention to it; the needs of the school are great; it should have a fine structure to be housed in; the board of education, beginning with the gymnasium should add to the building until it is as worthy externally as it long has been internally of the deep interest of all advanced thinkers upon education.

The Madison Square Meeting.

The assembly rooms of the Madison Square Garden could not have held a larger audience than filled every part of that beautiful hall last Tuesday afternoon, on the occasion of the lecture of Dr. G. Stanley Hall, before the University School of Pedagogy. An invitation had been extended to Dr. Hall, and the School of Pedagogy and their friends, by the women of the University Advisory Committee. At the close of the address the entire audience was invited to a reception and tea in the supper rooms adjoining the assembly rooms. Altogether the meeting was one of the most successful educational gatherings ever held in this city. Twelve hundred representative teachers from this and surrounding cities were present. Chancellor Mac Cracken presided. On his right sat Dr. Hall, and on his left the venerable Charles Butler, and many prominent educational women found seats on the stage. Dr. Hall's address was a review of the educational events of the past year, the first of which was the conference at Berlin which took strong ground in favor of national education in Germany and advocated the study of the German language and literature in place of Greek and Latin. The second event was the adoption of the free school system of England, involving an annual expenditure of nearly four million pounds sterling.

He spoke of the proposed Adelbert university, the Stanford university, the new Chicago university, and the remarkable advances made in Australia, France, Russia, Finland, and Madagascar. The third item was the educational work of this country which is assuming vast proportions, greater in importance, and in the amount of money spent, than any other branch of public service. The expense of public education is \$171,000,000 a year and this does not include the money spent in supporting four hundred and fifteen colleges and universities, amounting to eleven million dollars. The lesson drawn from these reviews is that all men and women, all races, sects, and religions are agreed that the schools underlying governments have become the chief agencies in modern civilization. Education has become in a sense the modern creed, faith, and religion of the world, and has more devotees than any other religion. Its control is more complete than any religion, and the future historian will signalize this age as the educational epoch. In speaking of the duties and responsibilities of universities, President Hall called them the sources of supply of the raw material of culture. University work must regulate the progress of civilization; it must be the laboratory of the highest human development. He spoke of the importance of higher educational education and predicted that this branch of education in connection with the University of the City of New York will become a great success. It has, he said, already passed its experimental period.

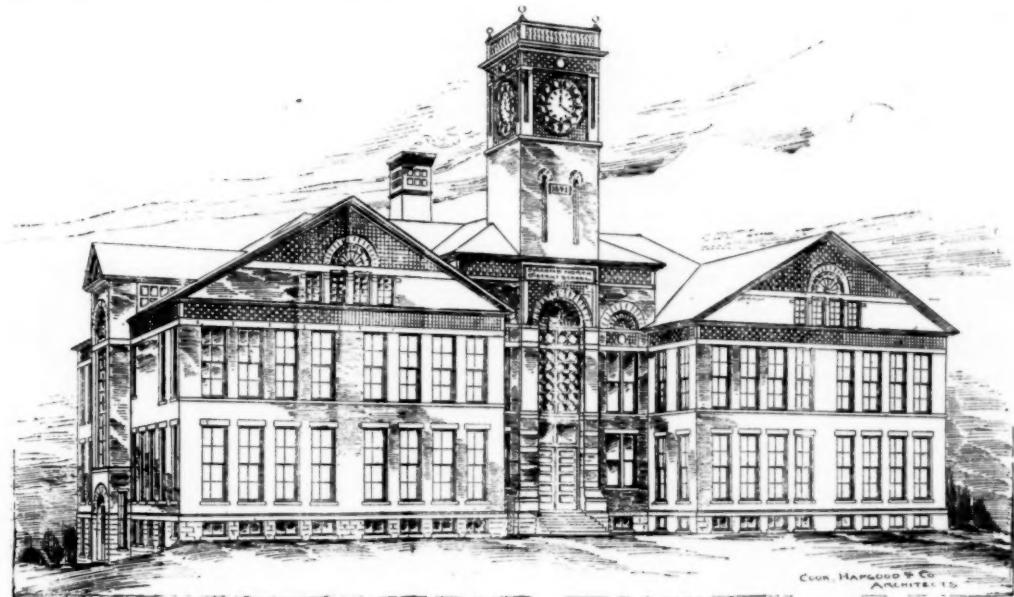
January 9, 1892.

Shall He Go to College?

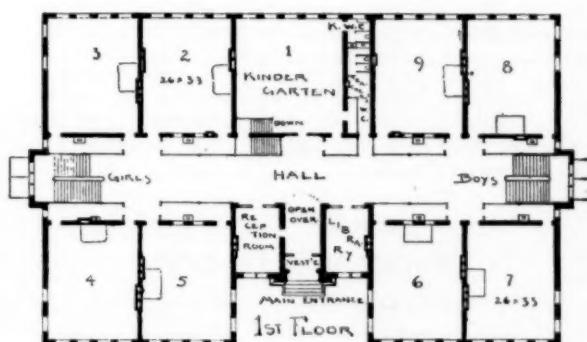
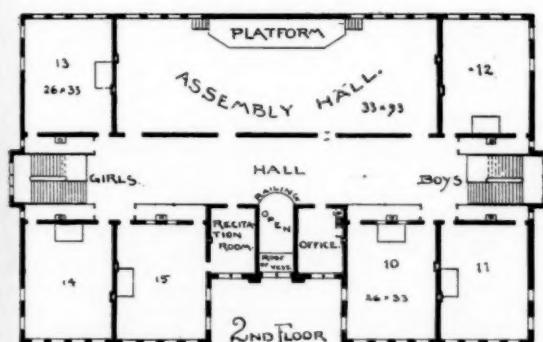
The student often questions whether it is best for him, even when properly fitted, to spend four years in a college or university. He sees here and there signal instances of success by men who have had no college training, and he feels sure that he can make up by native energy, as others have, what may be lost by want of education. He doubts, forsakes the idea of going to college, and plunges into actual business. Does he do well?

Now at the outset every boy ought not to go to col-

lege; and again some boys ought to go to college. The question is in every case, ought this particular one to go to college? What is the college for? It is to train mental powers. One whose mental powers are of the right kind of stuff cannot have too much training, or, to put it in other words, he should get all the training which he can bear. Many men who emerge from college make failures, because they have not had enough college training; the supposition that they fail because of the college training is erroneous; the college makes no one fail. But, as premised, there are those who ought not to go to college at all; they do go, how-



COOK, HAPGOOD & CO., ARCHITECTS.



Second North School at Hartford.

The Second North district school-house is of brick, 95 x 150, relieved with brownstone, two stories high with basement, and contains 15 school-rooms and an assembly hall, two recitation rooms, a library, and the principal's office. The exterior architecture of the building has been made properly subservient to the requirements of the interior. For this reason the windows are absolutely plain, square, and high, so as to throw the light into the farthest corners of the school-rooms. The entrance for the teachers and visitors is on High St.; that for the girls at the south end, and that for the boys at the north end. These open directly onto the broad and easy staircases connecting with the rooms above and with the play-rooms below. The heating apparatus is in a separate building. The walls are of brick, and the floors are of concrete on iron beams and brick arches.

The building is heated by fresh air passing through steam coils in the basement, then passing through brick flues to large registers placed half way up the walls of each room. The foul air leaves through floor registers, passing through flues to the boiler room, where a powerful blower forces it up the great chimney. The warming and ventilating apparatus is arranged to keep the air of the rooms so pure and fresh that it will not be necessary to open the windows for that purpose.

The school-house is constructed on the slow-burning principle,

the floors are of solid plank resting on heavy timbers spaced about eight feet apart. Therefore there are no concealed spaces in which fires and vermin could spread. The necessary air spaces in the outer walls are cut from the floors by projecting dadoes of solid brickwork, so that fire cannot work its way from one room to another without being at once perceived and readily checked, and if the roof should get afire, the solid plank ceiling of the second story would ward off the fire for several hours, giving ample time for all occupants to leave the building.

From the principal's office radiate bells and speaking tubes to each room, and to the janitor in the boiler-room. The bells are so arranged that they can all be rung simultaneously if desired. The play-grounds and basement play-rooms bells are also rung from the principal's office.

Among other points considered in the planning of the building is the ease with which a few teachers can control all the halls and stairways. Another point usually neglected in schools, but incorporated here, is the provision for teachers' wardrobes.

These are built into a wall of each room, and besides giving space for the teacher's outer garments, provide adjoining compartments for the public school books. There is also a well appointed toilet room for the teachers and a separate one for the principal and other male instructors. The planning and construction of the building was the work of Cook, Hapgood & Co., architects and builders.

ever. They come out to fail; they would have failed if they had not gone to college. For example, there was the son of a dry goods merchant, a young man of extraordinary mechanical talents, yet his father would make him learn Latin and Greek and go to college; then he must study law. All these the young man had no taste for. Finally, the father failed and the young man was thrown on his own resources, took up bridge engineering, and made a great success.

The one who is able to take the training in college is never injured by it, but he may be delayed. He may not be as successful at the start as the man who has learned the business from the foundation, but he will gain in the long run upon other men, and if it comes to broad outlooks he will distance him.

The college graduate will have to bide his time; the days will come when more is wanted than a complete knowledge of one thing, when a man is wanted who knows the groundwork of all things. College education intends to give breadth of view; it intends to enable its possessor to know the relative value of things. Many a parent is disappointed that his son succeeds no better with his college training; the man himself sometimes grumbles. He supposes life is laid out like the lessons he was set to learn, but it is not so! As a graduate, who had won great distinction in college and who rose to distinction in the city as a lawyer, remarked, I found I must take off my coat and apply myself to learn business without expecting any favors because I had been to the university. Whether the boy shall go to college or not is a question the teacher cannot always answer in the affirmative or negative, if he is asked. As Bulwer says, it depends on what he will do with the training. In some cases it is all on the surface; in others it takes hold of the ground-work of the young man's being and forces him, so to speak, into a sort of engine with which he accomplishes different results.

There are many men who do not go to college who train themselves to become broad thinkers, or life trains them. Life is the educator, life takes up the young man as the college leaves him; life forces him to employ his powers. But if he comes out with his Homer and Xenophon under his arm instead of a mature judgment, then the college has not been the place he should have been in. He should have been grinding in the mills of life. The question is not an easy one for the teacher to answer as he looks at the rough-cheeked boys that sit before him; he knows some of them should go; he cannot answer for all.

Education in Ontario.

By R. K. ROW, Kingston, Ontario.

DRAWING, HERE AND THERE.

(A citizen, interested in public education, failing to see much educative value in drawing as usually taught in our schools, asked for a comparison of our work with that of the United States schools in that subject. I wrote an answer in the local paper and I have re-written it with a view to making it worthy of THE JOURNAL. Though designed especially to help Ontario teachers, perhaps that a few of our cousins may profit by the suggestions.)

The meeting in Toronto of the National Educational Association last summer, together with its exhibit of school-room work, gave the teachers of the United States and Canada some opportunity of comparing themselves with each other. Unrestricted reciprocity in compliments prevailed and there can be no doubt that genuinely good impressions were made on both sides. To get the fullest measure of benefit from the meeting we must not allow our attention to be wholly occupied with our respective points of excellence and so fail to see our shortcomings in other respects. With the simple motive of trying to find where we stand, or which way we are traveling, in our teaching of drawing, and kindred subjects, the following comparison has been made. In considering the subject, however, it should be constantly borne in mind that drawing has been a regular school study during a much longer time in the United States than in Canada; hence much more may reasonably be expected there than here. At the same time the highest wisdom is shown in profiting by the experience of others.

1. In Ontario, the aims in theory have been: (a) the training of the eye; (b) the training of the hand; (c) the cultivation of taste; (d) the development of power to produce industrial designs. In practice it is feared that much of this has not been kept in

sight, but that the power to copy ready-made drawings has too often been the beginning and the end.

United States educators seem to have had all these good purposes in view, giving perhaps less attention to the mechanical side of the subject, but laying infinitely more stress upon the development of drawing as a means of expression. This, the power to tell what one sees by outline drawings, is by far the most important purpose of all in teaching drawing in elementary schools.

2. With broader and apparently more clearly defined aims and much longer time to work out plans, they have been able to produce a much more nearly complete system than we have as yet obtained. In Ontario, the great majority of the regular teachers have not had proper training in this subject. They may be said to have learned their drawing from books, or from those who learned it from books. In other words, the majority of those who teach drawing in our elementary schools have acquired all the knowledge and skill they possess simply by copying somebody's lines. As a natural result this is very largely the kind of drawing, taught. It follows that the only power developed by drawing, in a large percentage of Ontario pupils, is the power to imitate lines, or to reproduce lines that have been drawn so often that memory can hold up the copy. A small number acquire more power than that because they have been specially endowed with the faculty of perceiving, conceiving, and reproducing form. Considerable observation has led the writer to the conclusion that ninety per cent. of our pupils after taking drawing lessons regularly for five or six years are unable to represent the simplest object placed before them. They cannot see the prominent lines, the relations and proportions of parts. Let someone *see* for them, and make the drawing; they can copy it with considerable accuracy.

In the United States on the other hand, at least in all the more progressive towns and cities, they aim at correlating modeling in clay, drawing, coloring, number, geography, natural science, etc. When the children study a sphere or an apple, a cone or a pear, a cylinder or a squirrel, they make a model of it in clay to express their conception of the form; then they draw the outline to show how that is seen; finally in many cases, the drawing is colored with only the object to imitate. Under a skilful teacher this is real education. These methods of developing the powers of perception and expression are begun in our kindergarten classes, but they seem to have been regarded as too difficult for the higher grades. It is more than probable that the little girl had had some of that kind of training who accounted for her skill in making pictures by saying: "Oh! I just think a thing and put a mark around it." Children whose study of drawing has been limited to copying lines cannot *think* a form about which to put a mark.

3. Perhaps the greatest advantage our cousins have over us is in their carefully graded course of study in form and drawing. One publishing and supply company, the Prangs, Boston, have made this a speciality during thirty years and have produced a systematic course, pronounced by experts the best in the world. The work for the second year grows out of and depends upon that of the first. While the course for one year accomplishes something definite and complete in itself, it is a designed preparation for what is to follow. It requires but little consideration to see that these conditions are as necessary in the study of drawing as in a course in mathematics.

The numerous excellent exhibits of drawing, form, and color work, at the international meeting had nearly all been worked out from that system or from some modification of it. Several of these exhibits gave teachers who studied them a clear idea of a course in these related subjects extending over twelve or fifteen years. The best display of a *course* in drawing made by Ontario was from Hamilton, perhaps the only city in Ontario that has as yet adopted the Prang system.

4. In mechanical drawing, taken up by our more advanced classes, we probably excel our neighbors. Many Ontario schools can show excellent work in perspective, practical geometry, machine drawing, and industrial designing. This is the result of two important causes—first, those who teach these subjects have usually been pretty well trained; second, courses of work are much better arranged and more clearly defined than for the free-hand work. When, however, this work is not well done the time is worse than wasted. If, in the first three kinds, the pupils are not required to work out problems for themselves, and if in the last they blindly strive to imitate other designs, without even a suspicion that there are principles to be known and constantly observed, nothing can be gained and much must be lost.

The education that is needed is not that which only tends to transform our laborers', artisans', and mechanics' boys into preachers, lawyers and doctors, but that which will make engineers, skilled artisans and expert workmen. How much are our boasted educational faculties doing in that direction now? The fault of our modern methods is lack of the requisite technical elements. The age is practical, and growing more and more so, and in order to succeed in it our boys must attain a certain skill.—*Selected.*

The School Room.

JANUARY 9.—EARTH AND SELF.
JANUARY 16.—NUMBER AND PEOPLE.
JANUARY 23.—DOING AND ETHICS.
JANUARY 30.—LANGUAGE AND THINGS.

Lesson on Volcanoes. II.

By DR. A. E. MALTBY, Slippery Rock, Pa.

VESUVIUS, A. D. 79.

Model upon the molding board the details of Vesuvius and its surroundings, including the bay of Naples and the islands Ischia and Procida. After the volcano has been prepared according to the plan before given (JOURNAL of Nov. 14), mold the ridge S. of Mount Somma the companion peak as seen from Naples (N). Pieces of blue string may be laid to represent the streams upon



which Naples and some of the other towns are situated. Naples may be represented by a square of colored paper, and the buried cities Pompeii and Herculaneum by stars or triangles cut from paper of a different color. The modeling should be done while the attention of the class is held at each point, the teacher placing the pieces of paper in position, or allowing the children to place them according to instructions. Following will be the lesson somewhat in detail.

The teacher asks questions about the shape of volcanoes, and develops the difference between mountains and volcanoes. These "send out fire, smoke, and ashes from the top." Yes, John is right, "sometimes hot stones, gases, steam, and lava are thrown out too." And Mabel says that these "do not always come out at the top, but may sometimes burst out at the sides." Can any of you tell me what *lava* is? Yes, "melted rock." Did you ever see any? Here are three pieces. This hard piece John's "father brought from Italy," and here is a softer piece which came from Iceland. But James "found this soft, light piece down in Mr. Grove's marble shop." It is so light that it will float on the water. "Mr. Grove said it would float, and that it was used to polish marble." Yes; what did he call it? "Pumice." Most pumice-stone comes from the Lipari islands, where there is a hill of pumice 1,000 feet high. (Find these islands on the map, and to-morrow tell me where they are.)

Where is the volcano Vesuvius, Charles? "In Italy." Very well. More than 1,800 years ago there were two very beautiful cities just at the base of Mount Vesuvius. They were just here at the foot, one where I put this blue paper star (P), the other where I put my finger. Mabel may put the red star there. (H.)

One bright day the people in these cities were working away. The soldiers were on guard at the gates; the baker was baking bread; the miller was grinding wheat; the tailor making clothes; and some of the ladies were combing their hair with queer little combs of bone, and looking into little hand-mirrors of polished steel. Suddenly Vesuvius sent out streams of lava and clouds of ashes, and the two cities were buried out of sight. (The modeled Vesuvius may be ignited now.) Our little hill of fire was not much like the great mountain in power, but the fire came out somewhat as it comes from Vesuvius.

Would you like to know the names of the two cities? Here they are upon the blackboard, and you may all repeat them with me:

POMPEII.
HERCULANEUM.

What a strange word the first is, with two *i*'s at the end. Not many words are like that. Let us pronounce it:

Pom-pa-yee.

This city was partly uncovered some years ago, and travelers can now go into many of the houses in which the people lived so long ago.

Can you tell me the name of a modern city near Vesuvius? Yes, "Naples." Let us make a little outline upon the board. Charles may write the names of the two buried or dead cities; James, the modern city; and Jennie the names of the volcano and country.

Pompeii, { Buried or dead cities, 79, A. D.
Herculaneum, {
Naples, Modern city.
Vesuvius, Volcano.
Italy, Country.

Where are the Lipari Islands?

An Hour with the Geographies.

By E. D. K.

THE JOURNAL recently gave a brief notice of the geographical exhibit to be held at the Museum building, in Central Park, New York city. It is a collection made by the Brooklyn institute, where it will be returned for a permanent home after its exhibit in several prominent cities. The collection of this variety of helps for the study of geography was made by the institute in the interests of teachers and students. The specimens of the exhibit represent nine countries of Europe as well as those of the United States who have donated or loaned these productions for the exhibition, which is made under the auspices of the New York Teachers' Association, who defray all expenses. The board of Park commissioners of New York have contributed the use of the Museum building.

It is not a gay place. There is no air of luxuriousness as one enters the rooms of the exhibition. There has been no attempt for scenic effects of light and shade to "show off" the exhibit. There are no potted plants or cut flowers; no enticing little divans to tempt visitors to sit and talk about everything else but what they came to see.

But there is the presiding officer, Mr. J. S. Kemp, of the Brooklyn institute who will courteously answer questions, give you circulars telling all about the university extension plans of the Brooklyn institute, and make you feel at home generally. A catalogue for ten cents will tell you what to see as you go forth to wander at your own sweet will. The believer in the geography teaching of fifty or even twenty-five years ago, can walk through the collection, see only maps, globes, and books, and go away declaring it wasn't anything very remarkable after all. But it is safe to say, that the more one knows about geography, the longer one will stay, and the surer one will be to return for a second and third visit. We were not surprised when Mr. Kemp told us that a certain prominent geographer in Boston (when the collection was on exhibition there) "was there almost every day." There are masses of people who would walk through the Louvre in Paris, and see only miles of pictures in frames; there are others who will sit for hours before one picture and carry away in their faces some of the feeling and the glory that made that picture a masterpiece and a joy forever. We saw plenty of teachers at this exhibit, evidently on a duty visit, who didn't look seraphically happy; and we saw others hanging over a bit of relief molding, as a miser would gloat over coveted gold. It is an excellent place to gauge the geography-knowledge, of people—this watching the coming and going of the constant stream of visitors.

There are 1,200 different specimens in this collection; 300 maps, 150 atlases, and 200 text-books.

There are a variety of maps on Mercator's projection from many countries; physical maps, historical maps, classical maps, relief maps, political maps, railroad and steamboat maps, orographical maps, stereographic maps, geological maps, library maps, orographic maps, scriptural maps, tourist maps, and maps in sheets.

There are globes terrestrial and globes celestial; a variety of tellurians and a slated globe with red meridians.

The relief maps and models of our own and foreign countries are fascinating to the last degree. Some are pretty, even to daintiness, in their snowy whiteness; while others are so realistic in their ruggedness that the contrast from the old flat-map days of geography study brought a sense of exhilaration as if breathing the rarified air from the mountain peaks they represent. It was a sensation to stand before a massive relief of Italy (70 x 82 in.), and bury one's hands in the valleys of the Appenines. If only every little hand in the school-rooms could once feel that a mountain was "a high elevation of land," in place of the repetition of the meaningless words! Models of volcanic development showing the gradual formation of the crater till it reached the size of its usual pictured representation, were of peculiar interest. Never again would the flippant description, "A volcano is a burning mountain," be heard in the school-room, if these truth-telling models were upon the school walls. Of school atlases, there is a small library; of ethnological and geographical pictures, a pleasing collection; of text-books and geography aids for teachers, there are enough, and choice ones enough to tempt a visit to the exhibition for these alone. Guide books, gazetteers, reference books, and plans for map drawing all find their places and fill out the detail in this little geography world. One feels a little like a tourist after gazing familiarly at such names as these affixed to collection specimens: *Debes' Schul-Atlas für die Oberklassen Höherer Lehranstalten; Katholis-*

cher Kirchen Atlas; Schul-Atlas zur Brandenburgisch-Preussischen Geschichte; Imperii Romani; Kossm's Geographischer Schul-Atlas für Gymnasien Real- und Handelschulen; Géographie Générale de la Belgique; Schetsen en Beelden uit Nederland en Nederlandsch Indië; Physikalische Erdkarte.

The country parish who liked to have their minister preach in Latin and Greek because they paid for the best and wanted it, would revel in the undeniable *quality* of these foreign titles.

A Lesson on Practical Temperance.

By H. C. KREBS, Egg Harbor City, N. J.

I have a little question for you in arithmetic, boys and girls. You may get your slates quietly.

With a ruler draw a line ten inches long. Make points at the end of each inch. Now write on your slates in a column.

1 inch = \$90,000,000 (public education).

That means that our country spends this enormous sum for the public schools. Suppose, John, you had \$90,000,000 in silver dollars, and you could count one every second—how many seconds would it take you?

"It would take 90,000,000 seconds."

How many minutes, Jane?

"1,500,000 minutes." Charles, how many hours? "It would take 25,000 hours." How many days of 12 hours each? "2083½ days." How many years? "About 5½ years."

That's right.

How much would two inches of our line be? "\$180,000,000."

Correct. That is about what our country spends for boots and shoes. Write that in the column. Isn't it rather strange that our country should spend twice as much for boots and shoes as it does for the schools?

George, 3 inches of our line would represent how many dollars? "\$270,000,000."

Our country spends about as much as that for meat. It also spends about as much for iron and steel. We will put in the column \$270,000,000 for meat.

Six inches represents how many dollars, Charles? "540,000,000 dollars." Put that in the column, and write after it, "For bread."

Can any one think of some other article that our country uses more than bread? "The country spends more for clothes." Do you think so, boys?

You are right. Our country pays less for clothing than for iron and steel. Can no one tell me an article that cost the country more than bread? "There is none."

Seven inches represents how many dollars, George?

"It represents \$630,000,000."

What will we write after that sum. (No answer.)

I am almost ashamed to write it, but I must.

Here it is on the blackboard—" \$630,000,000 for tobacco." (Great surprise.)

Ought we not be ashamed to own that we spend many millions of dollars more for tobacco than for bread or meat?

Which is the most necessary to us, bread or tobacco? "Bread!" Tobacco or shoes? "Shoes." Tobacco or public schools? "Schools." Yet here our country spends seven times as much for tobacco as for schools. For every dollar spent for the public schools, seven are spent for tobacco. But there is something worse than this.

Ten inches represents how many dollars? "\$900,000,000."

What do you think I should write after that sum? I will write, "For liquor."

Is this a great and glorious country, if it spends ten dollars for liquor every time it spends one for the public schools?

"No, sir! No, sir!"

Wait—don't be too hasty.

I must tell you that England averages over three times as much for liquor, for each person, as the United States.

There are ten countries in which the average expense for liquor, for each person, is greater than in our country.

Think of it! Almost two dollars for liquor for every dollar for bread. Five dollars for liquor for one dollar for boots and shoes.

Which does the more good, liquor or tobacco? (No answer.) Let me put that question differently,—which does the more evil, liquor or tobacco? "Liquor."

Are there any persons who use neither liquor or tobacco?

"Yes, sir; many persons."

Does it hurt them very much to be without it?

"No sir; it does not hurt them at all."

Does it hurt some persons to use it? "Yes, sir; it makes them swear and murder and rob."

Which is the better, do you think—to run the risk of becoming a robber or a murderer, or to be sure of being a good, noble, healthy man? Would it be better to drink or to abstain? "To abstain."

Now, boys this much is sure—if you don't drink, you won't become drunkards. If you don't drink or smoke, you can save your body from becoming diseased through liquor or tobacco. If you don't drink you will save money. If you don't drink, you will stand a better chance to become a good, great, noble man.

There is another point of view from which we want to consider this question. An ordinary smoker uses how many cigars a day? "Ten!" "Six!" "A dozen!" Well, let us say five—that is surely a low estimate. These five cigars cost how much? "Twenty-five cents."

Right. How many dollars would that be in a year? "\$91.25." A piano would cost about \$300. How many years would it take to buy a piano, if that money were saved? "A little more than three years." How many suits of clothes could he buy in one year for his three boys, at \$10 a suit? "Three suits for each."

Suppose he were to save that money for 20 years—what would it amount to? "\$1825." Could he build a house with that money? "Yes, sir." Yes; and I'll tell you what else he could do with it. He could buy 900 pairs of boots and give them to 900 poor boys who have none. He could buy 1,825 good books, and make that many boys happy.

He could give his whole family a trip to Europe, and have some money left. He could send his three boys away to school for two years, and start them on the road to greatness.

And how could all this be done?

"By not smoking."

How much could that man save by not smoking for twenty years? "\$1825."

Now some of you said that some men smoke twelve cigars per day. How much could such men save in twenty years? "\$4,380."

Now I'll write on the board beside our column of figures these mottoes:—"Boys, don't drink." "Boys, don't smoke." Let every boy obey these mottoes, and he will be well started on the road to greatness and nobility.

Weather Observations and Reports.

By SARAH E. SCALES, Lowell, Mass.

The weather has become a subject of great importance and should be in some form noted and discussed each day in school.

Some suggestions which have been tried are here given, hoping they may be of interest to others.

Children have been very much interested in these observations, and often can scarcely wait for the proper time to report. The teacher can make upon the blackboard a table which can be left there, and the records changed daily:

LOWER GRADES, PRIMARY.

1. Date.

2. Weather: fair, cloudy, or stormy.

3. Warm or cold.

4. Frost, dew, or neither.

5. Windy or not.

Every morning these topics should be discussed, and reports noted. For variety and interest, a sunny day may be shown by a yellow circle, a warm day by a red one, cold by blue, and snow by white snowflakes and so on. Seasonable memory gems can be introduced now and then if wished.

Third year. Here quite a number of observations are made by the children. A table something like this is placed upon the board, or manilla sheet of paper, and the answers changed daily according to the observations:

1. Date.

2. Day of week.

3. Kind of weather, fair, stormy, cloudy.

4. Direction of wind.

5. Kind of wind, warm or cold.

6. Frost, dew, or neither.

7. Temperature, at earliest time, A. M., between 2 and 4 P. M.

8. Length of days; long or short.

9. General observations.

10. Summary; weekly and monthly.

The children of the third year grade, all have a little book costing a cent, in which they copy the table and records, after they have been decided upon by the school, daily. This fixes it in their minds and serves as busy work. Higher grades can arrange their table, for a week's record, simply abbreviating in the spaces, but younger pupils need the record in full. As the object is the cultivation of the observing faculties, they are allowed to take it home, if wished, and the parents are also interested. Some have a book for school and another for home use. In the summary, question and count up how many fair, stormy, cloudy, or snowy days. What winds prevail? Which are cold or warm? Inference as to short days and cold weather, and *vice versa*. Discussions on frost, dew, rain, snow. Cause and effect will suggest themselves if carefully treated. As the object of the exercise is observation, do not tell the children; let them tell you. In cases of differences of opinion, send them to the window, or yard, to verify. Do not

January 9, 1892

THE SCHOOL JOURNAL.

35

let a few of the brightest monopolize. Question and encourage all. For high and grammar grades, more observations can be made, as sunrise, sunset, barometer record, etc.

"Nature Studies," by Prof. Jackman, Henry Holt & Co., is a very valuable work, with charts, records, tables, for these higher grades, in every department of science work. In addition to the observations, we daily hoist in the school-room, the signal flag indicating the probable weather for the day. These can be drawn on board or made of paper or cloth; for *fair*, a square shape of white; for *storm*, a square, dark blue, for *warm weather*, a dark blue triangular shaped flag; and a square white with a small, dark blue or black square in center, for *cold wave*. These are the land signals which are found flying in our cities. The off shore cautionary signals are different, according as the storms or winds come from various quarters. They can be found in a code published by the government, at the libraries.

Great enthusiasm is manifested by the children and their eyes are on the lookout for facts all the time. This helps in their other studies, and a habit of observing things is gained, which will be of advantage through life.



The School Use of the Stereopticon. II.

By M. H. PADDOCK, Jersey City High School.

WHAT KIND OF LANTERN SHALL I BUY?

You have your choice of oil, oxy-hydrogen, and electricity, for your light. If your surroundings are limited and your picture must be only 7 to 9 feet in diameter, or if you cannot have gas, or are merely experimenting, very good oil-lanterns can be had for \$25.

Gas tanks, however, with 25 feet of gas compressed, enough to last you one lesson a week for five weeks at an expense of five dollars can be sent you. It is better, therefore, to get a lantern that has, or may have both attachments. Use oil for ordinary, gas when desired. Even then the superiority of gas will lead to its constant use.

The large glass lens immediately in front upon which the light of the line strikes is called the condenser. This lens for good effect should be double. There is no appreciable gain in a triple. It does not need to be over 4½ inches in diameter for the best lanterns, and on account of economy does not need to be smaller.

Care should be taken in purchasing to see that the condenser fits loosely in its place, otherwise the unequal expansion of glass and metal frame is sure to break the glass when used with gas, and sometimes with oil. Some makers burnish the glass in place as a watch crystal is fitted in, thinking that if the lens turns easily, it is safe. This is a mistake. If you have such a lantern, before using it with the lime light, lift the burnish up with a knife point till the lens will nearly fall out when tipped forward.

Other makers, more intelligent, keep the lenses in place by a band of metal which can be moved backward and forward and which supports the lens without confining it. The lens can be removed from such a lantern as easily as any other part. Again, all adjustments for regulating the lime should project below or without the lantern so that when once the gas is lighted it will not be necessary to open the lantern in order to turn, raise, or depress the lime.

Lanterns differ too in the convenience of adjusting the beam upon the screen.

As to the projection lens, or objective, the size depends upon the distance you can place your lantern from the screen. The sharpness and accuracy with which the picture appears upon all parts of the screen is called the definition. In general, the longer the range of the lens the better the definition. Also the farther away we are from the screen the greater the loss of light. The advantage and disadvantages must be balanced in your selection.

For oil, and a distance of about 20 to 25 feet, a $\frac{1}{4}$ objective may be used. I have seen $\frac{1}{2}$ objectives whose definition was all, apparently, that could be desired.

A good school size is the one-half. It can be placed forty feet away for a picture 11 feet in diameter, farther of course for a larger one. At 30 feet the picture is rather small. From these figures can be judged whether to get the $\frac{1}{4}$ or $\frac{1}{2}$ objective. There is also a size $\frac{1}{2}$ between.

Darlot's objective, a foreign make, has a deservedly high reputation. The excellence of the picture depends in great degree upon this and it must not be overlooked.

There are a number of makers who place a good lantern upon the market. I have my preference, but would scarcely wish to give it in this writing.

In purchasing, bear in mind that you may want what are called dissolving views. These are produced by two complete lanterns and of course at double the expense. First, one lantern is used, then the other, the views dissolving into one another. Besides the dissolving effect, the advantage of two lanterns is that the lantern cools when it is not in use, and the slides, put in while the lantern is out, warm gradually before the light and heat are put through at full strength. A cold slide put into the direct heat

sometimes breaks. When properly regulated in a two lantern stereopticon the heat is not very great.

The electric light can be used where the continuous, or Edison, current can be brought in. The fixture for each lantern costs \$75 but the expense of electricity for the purpose is trifling. The pictures are more brilliant than by the lime light.



Evaporation.

By MARY R. DAVIS, Springfield, Mass.

If you should leave water in a dish out doors, what would become of it? What became of the water you left in the vase last week? Of the water in the kettle when it "boils dry"? It "dries up" I know, but is it lost? What becomes of it? What did you notice rising from the boiling water? Yes, "steam;" "vapor;" (steam is visible vapor), but you haven't told me where it goes. Ah! John has it; "into the air." Can we see it rise from the dish or vase of water as we see the steam rise. "No;" the vapor which rises from the dish is invisible; how many know what that means? That's good; now, children, the changing of water is called *evaporation*. Does warm or cold water evaporate sooner? Does it evaporate sooner in cold or warm weather? Is the air colder or warmer when there is little moisture in it? I see many of you don't know; well, the part or ingredient of the air which holds heat is called *vapor of water*; now can you answer the question? "The air is colder when it contains little moisture, and warmer when it contains much moisture." What kind of nights do they have in a country where there's little moisture in the air?

Which evaporates more freely, boiling or cold water? Will it evaporate faster from a narrow, deep vessel or from a broad shallow one? Why does Willie think it will evaporate faster from a shallow one? In which vessel is the greater surface of water exposed to the air? When it is desirable to prevent evaporation sometimes a layer of oil is poured over the water, thus preventing direct contact with the air. Does water "dry up" faster on a calm or a windy day? Do the clothes dry faster on a windy or a calm day? You all say "windy," but why? On which day does more air come in contact with the clothes? With the surface of the water?

If you wet your hand and allow the water to evaporate from its surface, what sensation do you have? What was taken with the vapor? Yes, "heat;" *much evaporation*, then *cools water*. Now can you think what helps to modify the temperature of the ocean? The heat from the sun would make the surface of the ocean hotter and hotter and would increase the heat of the air directly over it if it were not for evaporation.

Does water evaporate sooner in the cold or the warm country? Does more vapor rise from the ocean, in the warmest parts of the earth or in the coldest parts? Does evaporation increase or decrease with warmth of the atmosphere? With dryness of atmosphere? If evaporation diminishes in going from the hot region or Equator to the Poles, where do you think we would find the greatest amount of rain? Yes, "in the hot country" or tropical regions; and the least "in the cold country."

Do the roads always "dry up" the same after a rain? Think what you have noticed when the rain is followed by warm or cool weather. "The roads dry up faster when it is warm after a rain." Why? Because the warm air takes up more moisture than the cold. "Wind will help the mud to dry up too."

Will the roads "dry up" faster when the rain is followed by a dry, bracing day or a damp day? Does water evaporate more rapidly in sunshine or in shade? On a cloudy or a clear day? Near the Caribbean sea or Cape Horn? In Gulf of Mexico or Hudson's bay? Near the Equator or in the temperate regions? When will evaporation cease on a given surface? Do you think it ever ceases all over the earth at the same time? When may it cease in this region? Do you think the air ever has so much vapor of water that it can contain no more? "Yes," and then it ceases for a time, and the air is said to be *saturated*. (The land loses three-fourths of its rain-fall by evaporation, and one-fourth drains into the ocean.)

Does snow evaporate? Does ice evaporate? Think. If a piece of ice is exposed to the air at freezing-point, it gradually diminishes; now, what becomes of it? It is too cold to melt. "It evaporates," yes; and snow evaporates. Which evaporates faster, water or snow? Why?

Did the water that was in the dish *weigh* anything? That has passed into the air as vapor; does it weigh anything? You all think it lost its weight, yet the air can be so filled, saturated, with this vapor, so that it can hold no more; do we call the air light or heavy then? What do you see on the windows when there is much water boiling on the stove? "Drops of sweat, water." Where did the water come from? "From the steam;" but you said the water in the kettle or dish had weight; now what do you think about the steam or vapor having weight?

Which took up more room, the water or the vapor? Yes, "the vapor;" it has undergone a great increase in bulk, but its weight is the same. A pound of water produces a pound of steam or vapor.

Which part of the room is the warmer, near the ceiling or on the floor. If you hold light feathers or pieces of tissue paper over the stove where do they go? What causes them to rise? Where does the heated vapor go that is produced by evaporation? If it rises, as you say, what takes its place?

Now, children, what have you learned new about air? "We have learned that it contains vapor of water." And how did this vapor get into the air? "By evaporation." "We learned that the air has weight." Thomas doesn't believe now that it weighs anything. Why does smoke rise? Which is heavier the smoke or the air? What becomes of a balloon when filled with gas? Now, Thomas, you know the balloon must weigh something; why does it rise? Which must be lighter the gas in the balloon or the air? Thomas sees that the air must have weight.

I spoke of the freezing-point in my lesson; who can tell me what I meant? Yes, I "meant the point at which water will freeze." If a thermometer is dipped into ice or snow it registers 32° and is called the *freezing point*, if it is dipped into boiling water it registers 212°; and we have learned that water evaporates faster at a temperature of 212° than at a temperature of 32°. What do I mean by temperature? We hear people speak of high and low temperature. "By temperature I think you mean the heat and cold as we feel it." "My book says, temperature means the *degree* of heat and cold as we sense it." "I think we say low temperature when it is cold." "And high temperature when it is warm."

That is good; you have told me that heated vapor rises, and in our next lesson we will try to find out how this vapor may be changed again into water.

Winter Sentences.

(For Dictation.)

(Before dictating the sentences be sure that the pupils know how to spell all the words. If you are doubtful about their ability to do this, select the words on which you think they may fail, and give them as a spelling lesson before the sentences are dictated. Read each sentence but once. Allow no questions to be asked, and answer none while the sentences are being written.)

1. See the beautiful ice crystals on the window pane.
2. What is our fair weather wind at this season, Ida?
3. Give the poor bird some crumbs. He seems very cold and hungry.
4. Arthur, John, and Harry are going to the pond to skate.
5. Who knows in what month our shortest day comes?
6. We are going to read Whittier's "Snow Bound" this term at school.
7. The squirrels may now enjoy the nuts they hid in the old trees.
8. Where are the snakes and other reptiles? I never see any of them during the winter.
9. Father intends to cut down that large tree behind our house.
10. All the men are busy cutting wood.
11. Does the water in the well ever freeze, mother?
12. Before the snow came the ground was as hard as rock.
13. I watched the men on the river cutting ice as I came to school.
14. One of them said to me, "What makes the ice float, Frank?"
15. I could not tell, for I had never thought of that before.
16. Would ice melt in summer if it were left uncovered?
17. "I wonder," said George, "what keeps the water in the ocean from freezing."
18. In Harold's Christmas book there is a picture of a hut made of ice.
19. Do you know what people live in such huts, James?
20. Yes; we shall have a sleigh ride to-morrow.
21. "What was the direction of the wind during the last snow storm?" asked the teacher.
22. "We weighed some ice yesterday," said Jennie.
23. Her brother asked, "Is ice heavier than water?"
24. It seems colder to-day than it was yesterday.
25. The thermometer is lower to-day than it was yesterday.
26. "I wish the snow would stay here all the year," said Lucy.
27. "You'd better move to the top of a mountain," said her cousin.
28. Have you ever seen a snow flake through a microscope?
29. Little Paul asked, "Why does it never snow in summer, mamma?"
30. "This snow will keep the earth warm," said the old man.
31. "Ha! Ha!" laughed the boys. "That's a likely story!"
32. I wonder where the birds that built that nest are now.
33. The water-pipes in our house burst last night.
34. Father said it was because the water froze.
35. I must ask him why pipes burst when the water in them freezes.
36. "Father, why don't the trees freeze?" asked Robert.
37. "It was so cold to-day that I could see my breath," said George.
38. There was a dense fog over the river this morning.

Supplementary.

Quotations.

(In many schools a half hour is devoted on stated days to brief recitations in prose and poetry on a given subject. The following quotations upon "Thought" are for the use of pupils over fourteen years.)

Fine thoughts are wealth, for the right use of which
Men are and ought to be accountable.

—Bailey.

The pleasantest things in the world are pleasant thoughts, and
the great art in life is to have as many of them as possible.

—Bovee.

Thought is parent of the deed.

Thought is deeper than all speech;
Feeling deeper than all thought;
Souls to soul can never teach
What unto themselves was taught.

—Cranch.

Think all you speak; but speak not all you think;
Thoughts are your own; your words are so no more.
Where wisdom steers, wind cannot make you sink:
Lips never err, where she does keep the door.

—Delaune.

Thought takes man out of servitude into freedom.

—Emerson.

They are never alone that are accompanied with noble
thoughts.

—Sidney.

Companion, none is like
Unto the mind alone,
For many have been harmed by speech,—
Through thinking few, or none.
Fear oftentimes restraineth words,
But makes not thoughts to cease;
And he speaks best that hath the skill
When for to hold his peace.

Our wealth leaves us at death,
Our kinsmen at the grave;
But virtues of the mind
Unto the heavens with us we have:
Wherefore, for virtue's sake,
I can be well content,
The sweetest time of all my life
To deem in thinking spent.

—Thomas Vaux, born in 1510.

Before School and After School.

(This bright little recitation can be made very effective, with a little attention paid to a change of voice at each change of phrase. The title "Before School," should be pronounced distinctly, and followed at the end of the tenth line with "After School".)

"Quarter to nine! Boys and girls, do you hear?"
"One more buckwheat, then—be quick, mother dear!"
"Where is my luncheon box?" "Under the shelf,
Just in the place you left it yourself!"
"I can't say my table!" "O, find me my cap!"
"One kiss for mamma and sweet Sis in her lap."
"Be good, dear!" "I'll try."—"9 times 9's 81."
"Take your mittens!" "All right."—"Hurry up, Bill; let's run."
With a slam of the door, they are off, girls and boys,
And the mother draws breath in the lull of their noise.
* * * * *
"Don't wake up the baby! Come gently, my dear!"
"O, mother! I've torn my new dress, just look here!"
"I'm sorry, I was only climbing the wall."
"O mother my map was the nicest of all!"
"And Nelly, in spelling went up to the head!"
"O say! can I go on the hill with my sled?"
"I've got such a toothache." "The teacher's unfair!"
"Is dinner 'most ready? I'm just like a bear!"
Be patient, worn mother, they're growing up fast,
These nursery whirlwinds, not long do they last.
A still, lonely house would be far worse than the noise;
Rejoice and be glad in your brave girls and boys!

—Selected.

Errors, like straws, upon the surface flow;
He who would seek for pearls must dive below.

—Dryden.

So Many Interruptions.

By JOHN R. DENNIS.

(For this dialogue there should be a stage and curtain on one side; a screen will do. The speaker must show his annoyance very plainly by his contenance. Very much depends on this. The persons who interrupt must speak distinctly; these must be different voices—some loud, others piping and small. The object of making it laughable must not be lost sight of for a moment.)

James. (He enters and walks up and down, in thought.) I must try to recite that piece, for to-morrow night the reception takes place. I have got the chores all done and I hope no one will interrupt me—

No. 1. (Outside.) James! James! Where's James? He's got the key to the corn-bin. James!

James. (Loud.) All right, I'll bring it; I forgot I had that in my pocket. (Goes out.)

No. 1. (Outside.) Next time hang it up where it belongs.

James. (Entering.) Let me see, how does it begin? (Stands facing the audience.)

"When freedom from her mountain height—"

No. 2. (Outside.) James! James! Did you feed the horses?

James. Of course I did; don't bother me, I say.

No. 2. Yes; he says he did.

James. "When freedom from her mountain height
Unfurled her standard to the air,
She—"

No. 3. (Outside.) Jimmy! Jimmy!

James. Oh! bother! (loud) I say, Jack, you run away; that's a boy. I want to learn my piece. I'll give you a stick of candy when I get some.

No. 4. (Whistling and singing are heard.) "Yankee doodle went to town on a striped pony."

James. Just hear that! When a fellow is fairly desperate over his piece! That's Ned Cone and brother Tom. (Loud.) Conie, now, you clear out; go to the barn; go to Halifax, Nova Scotia, anywhere; only don't let me hear your noise. (Whistling and singing grow fainter.)

James. There, there, I guess that's the talk.

"When freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night
And—"

No. 5. (Outside.) James! James! You must come and bring in some wood. Jack and Tom have both gone out.

James. Well, that's mother, now (loud). I'll come soon.

No. 5. Come right away, the fire's most out.

(Exit James. He returns brushing his arms.)

James. That's done; I wonder what it will be next! There will be more interruptions, I'll bet—but there's no one to bet with, is there?

"When freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night
And set the stars of glory there.
Then from his mansion—"

(The barking of a dog is heard.) That's Pepper; he wants something or other. Oh, how many interruptions I do have! I say, Pepper; you keep still. (Bow, wow, wow.) Clear out, I say! Tom, Tom, call away that dog.

No. 5. (Outside.) What is it, James?

James. Oh, mother, do shut that dog up! I can't say my piece at all. (Dog howls till he appears to be seized and put out.) That's your good mother.

"When freedom from her mountain height—"

No. 6. (Outside.) Oh, James, James!

James. Go away, will you?

No. 6. You don't know what I know.

James. No, nor do I want to. I just want to be let alone.

No. 6. But it's so curious!

James. I wonder what it is.

"When freedom from her mountain height— I wonder if it's about the concert down at the Hall. I say, Mary!

No. 6. What do you want?

James. What is it you know?

No. 6. Oh, never mind! you don't want to know, you know.

James. How tantalizing—

"When freedom—"

No. 3. (Whistling, singing, and barking of a dog are heard.) Jimmy, Jimmy, I want that candy.

James. (Loud.)

"When freedom from her mountain height

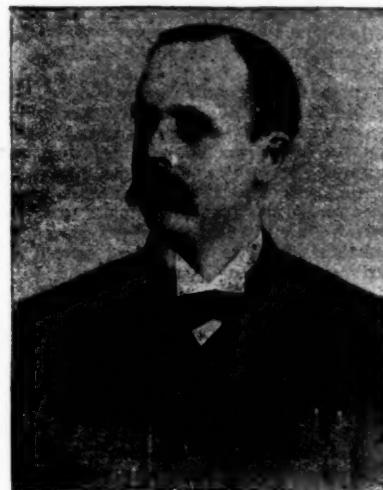
Unfurled her standard to the air,

She tore the azure robe of night

And (very loud) set the stars of glory there."

(To audience) ladies and gentlemen I would be glad to finish (whistling, singing, and barking all the time) but—" (makes signs with his hands, bows and goes off).

The Educational Field.



Fox Holden.

Prof. Holden was born at North Lansing, N. Y., in 1849 and was prepared for college at the old Ithaca academy. He entered Cornell university in the course of arts and graduated in 1872. After leaving Cornell, he was made principal of the Trumansburg academy. Afterward of the Addison Union school and finally was elected the first principal of the Ithaca high school. The work of organizing this important school fell to him and the efficiency and thoroughness with which it was done have been testified to by the remarkable growth and success of the institution since the date of its founding. After resigning this position, he studied law in Ithaca and, for a time, practiced his profession in that city. He was admitted to the bar in 1881. In the summer of 1882, upon the retirement of Prof. John E. Meyer, A.M., from the superintendency of the Plattsburgh schools, Prof. Holden was chosen for that position. The place was a very difficult one to fill because of the remarkable energy and executive power of his predecessor who had organized the Plattsburgh school system on a most liberal basis and introduced ideas far in advance of his time, but the genial manners and mild measures of Prof. Holden overcame all obstacles and made his administration of the schools at once popular and successful. It was this deserved popularity with all classes which, upon the opening of the Plattsburgh normal school, made him from the first a favored candidate for the principalship. He was elected Dec. 12, 1889. By close application to his work and strict fidelity to duty, he has already won enviable rank in his new position among the normal school principals of the state. Syracuse university conferred on him the degree of A. M. in 1883.

In all his school work Principal Holden has been looked upon as one of the strongest advocates of the "New Education." His watch-word as exemplified in his practice seems to be "education" and not mere instruction. So fully does he believe in the existence of the science and art of education that he claims that the teacher, unlike the poet, is made—not born; and as a consequence it has been often said no teacher ever fails who is under his supervision. In school management Principal Holden is an extreme advocate of self-government; but this with him, means liberty and order and never license or anarchy. Although Mr. Holden is a man of quiet and undemonstrative manner, his teachers have been noted for their *esprit de corps*, which has largely contributed to his marked success in school work.



New Jersey.

Movements in Essex county, New Jersey, are always interesting. Dr. Vail was appointed county superintendent, in place of C. M. Davis, who filled the position for so many years, and who has been elected city superintendent at Bayonne, N. J. A year and a half ago the schools in the town of East Orange were all put under the control of a town board of education and Mr. Vernon L. Davey was elected superintendent. A new high school was decided upon and this has now been built and occupied about three weeks. It is of brick on granite foundations and will accommodate 500 pupils. There are two large study rooms, each capable of seating 250 pupils, in which all studying is done; from these the classes go to their recitation rooms. The building also contains a principal's office, board room, gymnasium, two drawing rooms, chemical laboratory, and lecture room. The cost of

building and grounds will be more than \$100,000. Built in the most substantial manner throughout, with large clock tower in the center, and finished in oak, it is probably the handsomest and best equipped high school in the state.

Montclair having long needed better high school accommodations, a meeting recently held authorized the board to raise \$60,000, for a new building, which should hold 500 pupils and to ask for more money if it were needed. This was very satisfactory to the friends of the high school. Loring & Phipps, of Boston, are now preparing plans for this new building. The manual training department of the Montclair school has been extended so that it now includes clay-modeling, carpentry, wood-carving, wood-turning, and metal work at the forge, the lathe, and the drill. For girls also, courses are provided in cooking, in a well equipped cooking school as well as courses in plain and fancy sewing. This work is all a part of the pupils' regular work.

The course of study in Montclair school especially in science work and manual training has recently been revised so as to make it progressive and systematic from kindergarten to high school. Mr. Randall Spaulding is the well known principal of these schools.

Maryland.

The semi-annual session of the Maryland State Progressive Teachers' Association met at Ellicott City, Dec. 28-29, 1891, Miss Nannie B. Groomes, president. "Do Parents Exercise a greater Influence than Teachers in Forming the Character of the Young," was discussed by C. A. Redden, W. A. Hawkins, and C. L. Moore. Miss Ida R. Cummings read a paper on "Education." H. Rufus White and several others discussed "The Nobility and Responsibility of the Teacher's Vocation." Rev. Jno. Hurst, secretary to Haytian Legation, addressed the association, saying: "We do not make ourselves teachers, but there is an awakening to the calling, coming from above."

Mr. Chas. L. Moore, presented "The Teacher as He is and as He Should Be." He said: "We mark our position in the scale of intelligence by our ability to think and reason. The teacher must be an arouser of thought." Prof. Kelly Miller, of Howard university, Washington, D. C., in the consideration of the subject said: "Education should develop the latent ability of youth, and the object of the education of the colored youth should be to develop thoroughly their ability to take advantage of the opportunities offered them. Miss Mamie C. Neal read a valuable essay on "Little Things." Mr. T. A. Thompson addressed the meeting on "The Teacher's Profession." There was a paper by Miss Fannie L. Barbour on "The Teacher's Work." In discussing the topic "The Teacher in Relation to Society," Rev. Wm. M. Alexander said that the teacher who does not possess the proper traits of morality should be excluded from the school-room. Resolutions were adopted to the effect that all teachers in the state of Maryland should subscribe to some educational journal, and that efforts should be made to establish a manual training school for colored youth in the city of Baltimore.

Arkansas.

The Western Arkansas Teachers' Institute met at Fort Smith, Dec. 28-31. State Superintendent Shinn gave the first address on civil government, relating to the state and its schools.

He said, "The aim of the teacher being the preparation of the young to become good citizens, the teacher must acquaint the pupil with the powers and functions of the different departments of the government and impress him with his dependence upon and his obligations to the laws. This teaching should begin in its simplest form in the primary grades and be continued through the high school and college. The average boy of to-day who is to become the voter of the future, does not receive the benefits of the high school, and this work must be taught early or not at all."

Prof. Lewis Rhoden, of Little Rock, treated the subject of "Pedagogy." Miss Holmes, of Eureka Springs, gave a talk on the "Synthetic Method of Teaching Reading," Prof. C. S. Barnett, followed with an interesting talk on the "School Library." He also gave, later on in the session, an exposition of his plan of preserving specimens of work from each child during the year. It consisted of a series of oil-cloth pockets into which specimens are placed for preserving. Prof. Cowling, of Russellville, gave an able paper on "Pedagogy." Mr. A. H. Carter, gave a valuable lecture on history, saying, "The true teacher of history must be a historian." Supt. Shinn, in conclusion, gave the following interesting statistics concerning the state of Arkansas:

"Arkansas holds her place with the other parts of the Union. There are 425,000 enumerated and 262,000 enrolled with eight counties not reported. This gives 61 per cent. for the ages of 6 to 21, and 89 per cent. for the ages 6 to 16. When full statistics are in, the record will show the state to be above the average for the whole country. The number in actual attendance in Arkansas is 42 per centum of the enrollment.

We like THE SCHOOL JOURNAL more and more.

T. B. NOSS, Principal.
California Pa., State Normal School.

Michigan.

The forty-first annual meeting of the Michigan State Teachers' Association, met at Grand Rapids, Dec. 28-31, 1891. The Proper Sphere of a Normal School" was the first paper by Prof. Daniel Putnam. He believed the progress of the normal school, since its inception, had been commensurate with the progress of other schools, but it was still in a state of change and advancement. The scope of the normal school exceeded the limit of professional pedagogical instruction. In the discussion of this subject, Prof. Brown, of Ann Arbor, believed that too much attention had been paid in many institutions to the theory of teaching, and to the general principles, greatly to the neglect of scholarship. Principal C. B. Hall, of Detroit, read a paper on "Elements of Growth in School Work." He declared the first duty of the pupil to be obedience. The only source of future manliness is a pure and obedient childhood. Work, not drudgery, is the great method of obtaining physical, moral, and mental strength. Abstract knowledge is useless; applied knowledge is the only useful thing. Work should be measured to the student's power. The teacher should examine himself as well as the class before him. Prof. Charles McKenney, of Olivet college, and Superintendent Thompson, of Saginaw, discussed the paper. Both speakers believed the Bible should be maintained in the schools. In the evening, President Orr Schurtz presented his annual address. He believed our school problem was, how to keep out unskilled labor in the teachers' ranks. The support of the public press should be secured firmly as it is united to the public schools by many bonds, and advocated the teachers courting the press and publicity.

"Psychic studies of the Public Schools," was the topic of a paper given by W. S. Perry, of Ann Arbor high school. E. A. Strong, Dr. Fiske, of Albion college, Dr. Brown, of Ann Arbor university, and Prof. D. Putnam, of Ypsilanti, carried on the discussion. Supt. E. C. Thompson, read a paper on "Classics in Graded Work." In the primary division, Supt. W. N. Hailmann, of La Porte, Ind., spoke on "The New Primary School." "The new primary school has placed itself in a certain sense on the platform of Herbert Spencer—self-preservation, preparation of parenthood, citizenship, and the enjoyment of life. The first business of education is self-assertion—the establishment of an individuality. The second would be self-expansion in an outward life which embraces an under circle and seeks to throw the best that he has into the life of all around him." Mrs. Goss took up the subject of "Methods of Reading." In the collegiate section, after a letter was read from Pres. Angell, of the University of Michigan, Pres. Fiske, of Albion college, read a paper on "The Ideal University." Pres. Bruske, of Alma college, and Prof. W. B. Williams, of Olivet college, and Prof. D'oge, of the University of Michigan, Prof. Brown, and Prof. McKenney, took part in the discussion. The meeting was one of progressive thought and lively interest, and reflects credit on the educational status of Michigan.

The American Protective Tariff League offers to the undergraduate students of senior classes of colleges and universities in the United States, a series of prizes for approved essays on "Has the new tariff law proved beneficial?" Competing essays not to exceed eight thousand words, signed by some other than the writer's name, to be sent to the office of the League, No. 23 West Twenty-third street, New York City, on or before May 1, 1892, accompanied by the name and home address of the writer and certificate of standing, signed by some officer of the college to which he belongs. It is desired, but not required, that manuscripts be typewritten. Awards will be made July 1, 1892, as follows: For the best essay, \$150; for the second best, \$100; for the third best, \$50. And for other essays deemed especially meritorious, the silver medal of the League will be awarded.

Cook County Normal School (Chicago).

A new county board of education was elected last autumn in Cook county: among its duties is the oversight of the normal school, of which Col. Parker is principal. Mr. Charles S. Thornton, a Chicago lawyer, conceived the idea that the normal school was not properly managed, and visited it, made what he termed an examination, and reported the result to the county board. Whereupon the board ordered the county superintendent to examine and report upon its condition.

The *Chicago Times* of the 23d inst. contains a part of County Supt. Orville T. Bright's report presented to the board Dec. 26. He says:

"I have spent more than a week observing the work at the normal. The question of my examining the school has never been referred to between Col. Parker and myself, nor was any question connected with the examination discussed with any teacher. Not one of the faculty asked me a question as to what I intended to do, how or when I intended to do it. No class or teacher had an hour's notice of my coming, no pupils or teachers had any intimation of the character of questions until they were placed on the board. During the entire examination Col. Parker kept entirely aloof from the rooms. I state these facts because of the numerous slurring statements and insinuations furnished the daily papers during the last few weeks, intimating collusion between Mr. Lane and myself on one side and Col. Parker on the other.

"I heard all the pupils read in each of the grades above the third. With the exception of five the pupils read well.

"I gave composition exercises, beginning with the fourth grade. The children wrote on an average half a page of foolscap in twenty-five minutes. Misplaced words averaged two and one-quarter in a paper. There were 57 essays in all, 12 to 15 of which I call very good, 8 to 10 good, 6 to 8 fair, and the remainder poor. In the fifth grade the pupils wrote on an average a page of foolscap apiece. Omitting one paper which contained fifty-seven misspelled words, the average was three to a paper.

"In the paper which contained fifty-seven misspelled words there was hardly a sentence which was correctly constructed and the writer was marked 19 in arithmetic. But this pupil has only been in the normal school one month and when he came he brought a fifth grade transfer card from a school whose merits I have heard exalted before the board.

"I called 12 of the papers very good, 8 good, 5 fair, and 4 poor. In the sixth grade 27 compositions written in forty minutes, averaging one and one-quarter pages of foolscap. The number of misspelled words, omitting one paper, was 2. This paper had 22. The writer was transferred from one of the three most famous schools in Chicago in September last.

"In penmanship the pupils average well. Examinations were also held in arithmetic, grammar, and geography.

"In marking the papers the pupils were divided into three groups: A. Those who have entered the school since September 1, 1891. B. Those who have entered prior to September, but within two years. C. Those who have been in the school two years or longer.

"In the eighth grade arithmetic the percentage of correctness was as follows for three divisions: A, 67%; B, 70%; C, 77. In the seventh grade they were: A, 67%; B, 66%; C, 71. In the sixth grade they were: A, 69%; B, 64, and C, 82. In the fifth grade the A division averaged 61%; B, 64, and C, 77. In the fourth grade the A group averaged 70%; B, 69, and C, 73. Similar results were obtained in history and geography."

In respect to the work in elementary science the singing, the drawing, the physical and manual training, Supt. Bright speaks in the warmest terms, but this is omitted for want of space. He then directed his attention to Mr. Thornton's statement as to the low scholarship of the pupils sent from the normal school to the Englewood high school of which he then had charge, especially those entering Sept., 1889:

"I was principal of the Englewood high school from September, 1886, to Dec. 1, 1891, and am, therefore, in a position to know something about the pupils, their scholarship, and their personal characteristics. The monthly reports of Mr. Thornton's summary of the class is as follows:

Normal total,	89
Failed and left record incomplete.	7
Passed the grade.	9
Failures.	17
Left the grade.	3

"The normal school furnished 17 per cent of the pupils and 31 per cent of failures of the class of '93."

"Not one of the foregoing statements is correct.

The truth is as follows:

Normal total,	1
Failed and left the grade, record incomplete.	3
Passed the grade without condition.	14
Passed the grade with one condition.	3
Failure at the end of the year at examination.	17
Left the grade during the year.	9

"The normal school furnished 12 1/2 per cent of about 175 who were examined for promotion in June, 1890, and 10 percent of the failures."

"The statement was made that only six of these pupils 'maintained their grade' in the second year. The fact is, all of them went through the year and were promoted, ten without condition and one with one condition. The whole second-year class had five failures and thirty-four conditions out of 175 pupils.

"I have had no case to make against the normal school, but have tried to present facts and conditions as I have found them. The normal school is far from perfect, and nobody acknowledges this more freely than Col. Parker.

"One thing is certain; in this school we can afford none but the strongest teachers that can be obtained. Every grade teacher is a critic teacher.

"They have double duty, to children and to those learning to teach. If we stand by the school in this respect I have no doubt of its great success and usefulness."

The board decided to ask for \$45,000 for a gymnasium at the normal school."

Arbor Day in Schools.

The American Forestry Association held its annual meeting in Washington last week. The report on Arbor Day, made by its chairman, Mr. B. G. Northrop was of special interest to teachers. Thirty-eight states and territories now keep Arbor Day. This has become a patriotic observance, especially in those Southern states which have fixed its date on Washington's birthday. The custom of planting memorial trees in honor of Washington, Lincoln, Grant, and other patriots has become general. What growth of mind and heart may come to youth who plant and care for trees as monuments of history and character! Details were given from different states indicating a growing interest in this observance widely over the country.

New York has observed three Arbor Days and reports in all 76,612 trees planted by the schools. Its example three years ago, in inviting all school children to vote for a state tree, and for the last two Arbor Days, to vote for a state flower, and in offering prizes for the best essays by school children on "Plans of Observing Arbor Day" and the liberal prizes offered by Wm. A. Wadsworth, for the last two years and likely to be continued for the best kept normal school grounds, all suggest the educating influence of this observance. When the committee began the advocacy of Arbor Day, it was deemed by a few state school superintendents an obtrusive innovation, and even child's play, but it has stood the crucial test of experience, showing that he laughs best who laughs last. The Arbor Day lessons, recitations, songs, addresses, and other exercises tend to bring youth in touch with nature and foster the more careful observation of trees, shrubs, vines, and flowers. The school grounds being now so well supplied with trees, much has been done the last year in planting vines around school-buildings, and especially that most beautiful one, the Japanese ivy.

Arbor Day has become an important co-efficient in village improvement, although tree-planting is only one of the aims of the many hundreds of village improvement societies, which, through the influence of the *New York Tribune*, are now multiplying over the country more rapidly than ever. Large as is the number of trees planted on school-grounds, myriads more have been set out on that day, by the road-sides and around the homes. The full value of this work, only the next generation can tell.

Prof. John B. Knoepfler is the name of the new state superintendent of public instruction in Iowa. He has been engaged in the schools of Iowa for the last eighteen years as principal and superintendent, and brings to his position an excellent record. Although a German by birth and ancestry, he is thoroughly in accord with our American ideas of education.

The Teachers' Holiday Excursion from New York and vicinity, recently commended in THE SCHOOL JOURNAL, numbered about six hundred and proved every way a great success. At the supper-table in Philadelphia on the return trip, the following resolution was unanimously adopted:

"Resolved: That the members of the Pa. R.R. Holiday excursion party to Washington and return to New York, hereby express our high appreciation of the courtesy of the tourist agent, the excellence of the hotel accommodations in Washington and those of the Philadelphia restaurant, and for the well-planned arrangements for inspecting the grand attractions of the capital of our country."

It is announced that Hon. Henry Sabin, the present state superintendent of public education of Iowa, has assumed the editorial control of the *Iowa School Journal* since January 1, 1892. The former editor speaks thus generously of his successor: "What this means for the future of the *Journal* those who know Mr. Sabin's abilities will readily recognize. He brings to this new field a broad scholarship, an extended and varied experience in public school work and exceptional ability as a writer on educational questions."

New York City.

The board of estimate and apportionment in New York City, allow \$4,448,355 for free education this year. No other city in the world expends so much for free schools. For the salaries of teachers alone the outlay in 1892 will exceed three millions of dollars, or more than fifteen dollars a pupil. The growth of the schools is shown by the increase of \$130,000 in this particular appropriation as compared with that of last year.

There will be a course of talks and readings to interest the public in the New York Kindergarten Association, which has been hitherto supported by the charity of the persons who organized it.

The first will be at 2 1/2 P. M. on Jan. 8, at the residence of Mary Mapes Dodge, 170 West Fifty-ninth st., when Mrs. Kate Douglas Wiggin will talk about "The Relation of Kindergartens to Social Reform." At the same hour on Jan. 11, Mrs. Wiggin will talk on "Children's Plays and Playthings," at the residence of Miss Schurz, 175 West Fifty-eighth street. At 8 1/2 P. M. on Jan. 13, Mrs. Wiggin will read scenes from her stories, "Timothy's Quest," "The Birds' Christmas Carol," and "A Cathedral Courtship," at the studio of William M. Chase, 51 West Tenth street.

I congratulate you on the superb excellence of THE SCHOOL JOURNAL since its change of form. It is a good paper, and ought to be found upon every teacher's table throughout the country.

Hamburg, N. J. WM. M. VAN SICKLE.

Educational Notes from Abroad.

Belgium.—The school authorities had for many years introduced Parisian text-books in Belgian secondary schools without minute examination of their contents. The Flemish Society in Brussels has recently examined these books thoroughly and found in them a great number of savage attacks upon Germany and expressions of that peculiar form of patriotism styled "chanvinism." Of course they were intended for French school children, but the Belgians begin to think that the contents of these books are not fit for Belgian schools. The minister of public instruction, M. Deburiet, has promised a radical change, for the government of Belgium has no cause to nurse hatred of Germany among its young generation.

Sweden.—The minister of education, Gilljani used to be principal of the two classical high schools in Stockholm. He is a representative of ancient philology and is likely to oppose the movement on foot to replace Latin and Greek by modern languages in secondary schools.

Italy.—School-inspector General Pisani has recently published a book on the Italian schools which is designed to show what progress public education has made during recent years in Italy. The number of elementary pupils in 1889-90 was 2,102,615 (of 1,094,467 boys and 1,008,148 girls); this is an increase of 55,000 over the previous year. Of the sum total, 1,066,088 pupils were in public schools, 135,627 in private schools. The number of classes in the public schools was 78,675, hence the average number of pupils per class-room was 25. The private schools had 8,791 classes which is an average of 15 pupils per class-room. The number of teachers, however, is not equal to the number of classes; it is only 41,336 for public and 5,063 for private schools. The number of teachers shows an increase of 1,500, over the previous year. It is evident that most of the teachers teach two classes a day. The hygienic conditions of the schools, and the school furniture are said to be anything but satisfactory. The teachers are not well prepared for their profession and their standing in society is very inferior. The communal authorities are said to be irregular in paying their teachers. A law is being prepared which will protect the teachers from arbitrary action on the part of the local authorities, and securing the payment of a minimum salary by the state.

Catarrh often destroys the sense of smell. Hood's Sarsaparilla cures catarrh by purifying the blood.

Correspondence.

We are anxious to know if large ships are conveyed from the great lakes through the Welland Canal and Ontario and St. Lawrence to the Atlantic, and thence across. In other words are ships laden at Chicago, Milwaukee, Detroit, etc., to go to Europe? B.

Vessels are laden at Chicago or Duluth and carry their cargoes directly to European ports. At the present time however, no vessel drawing more than 9 feet when loaded to her Plimsoll mark can make the trip without lightening a part of her cargo at one or more places. Let us follow a vessel from Duluth to the mouth of the St. Lawrence. Her first lockage will occur at Sault Ste. Marie rapids. This canal is about one mile long; the lock will carry a vessel 500 ft. over all drawing 16 ft. Thence she will pass through several deep straits through Lake Huron, St. Clair River, Lake St. Clair, Detroit River, and Lake Erie. At the lower end of Lake Erie she enters Welland Canal. Here she must go down stairs through twenty-six locks a distance of 326.75 feet; the locks on the recently enlarged canal are 270 feet long with 14 feet of water on the sills. From the head of Lake Erie to Cardinal a point in Canada just below Ogdensburg, N. Y., there are no obstructions. From this point, if ascending, she will probably have to pass through short lines of canal aggregating 44 miles in length and having only 9 feet of water on the lock sills; if descending she can avoid several of them. The canal farthest down the river extends from Lachine to Montreal and avoids Lachine rapids. From this point there are no other obstructions except the winter accumulation of ice at the mouth of the St. Lawrence.

From the foregoing it will be seen that vessels drawing more than 9 feet cannot go from Chicago or Duluth without lightening their cargoes, through the St. Lawrence as far as Montreal. Moreover, the "Soo" excepted, everyone of these canals is in Canadian territory. There is now a proposition to construct a ship canal from Lake Erie to Lake Ontario suitable for vessels drawing 20 feet, for deepening Oswego and Erie Canals to 20 feet, and for deepening the Hudson River below Troy to accommodate vessels drawing 20 feet. The plan is rapidly materializing and will probably be a fact within five years. By this means vessels drawing 20 feet may ply between Chicago or Duluth and all European ports. Another canal has been projected from Georgian Bay to Lake Ontario. All these routes increase the commercial importance of Chicago and Duluth by decreasing the cost of transportation between the Mississippi Valley and foreign ports. It may be a surprise to most readers to be told that a greater number of vessels clear from Chicago yearly than from New York, yet this is a fact. It only seems to emphasize the fact that a great commercial empire is centering in the Mississippi Valley.

From Duluth eastward to the head of the Black Sea there will shortly be an uninterrupted navigation nearly one-third the distance around the earth for vessels of 20 feet draught, all but about 3000 miles of which is practically land-locked. From Duluth, right in the heart of the continent, to Sandy Hook this route is almost absolutely impregnable against foreign invasion. The value of this route from the great lakes to the sea may be seen in the fact that, in 1891, about 30,000,000 tons of merchandise passed through the "Soo" and through Detroit river. J. W. REDWAY.

The question of examinations is a serious one in New York state. The idea of uniform examinations is excellent, but it seems to me that we should make some alterations, not additions; too many things have been added. Take the questions of Nov. 7, 1891, for second and third grades; there are eleven subjects. The arithmetic questions are easy; those in geography, civil government, physiology, history, and current topics are not so well chosen. Drawing, methods, and composition having been added something must be cut down. Each of these latter is important. They are new and I find on that account some commissioners are opposed to them. I beg them to remember that we cannot and must not examine teachers in the spirit and with the methods and on the subjects (wholly) of 1850. They must know how to draw—of course we must go slow in examining them; they must be able to write neatly and readily on an ordinary subject; they must know something—and I should say a good deal—about keeping school, hearing lessons, etc.

Before I came into office, I had noticed the change in the subjects of study, but I was in favor of it. It will not do for our school-rooms to smell musty; the world is alive; the farmer is being "buncoed" too many times; he is still buying "green goods." So I say that the teacher must be of the "newer sort," and in my judgment the true thing is to have him resemble the *normal school graduate as much as possible*.

I would not examine in arithmetic beyond percentage; nor be at all severe in grammar—if I am not mistaken by 1900 there will be no grammar in the schools. In history I would be lenient and select current topics with care.

I am aware a good many commissioners think the "good old way" is the right way; at the same time they see the farmer buying mowing machines, sewing machines, and handling a telephone. I am in favor of the advance steps made by the state superintendent. But I feel no further advance is possible without county normal schools to help the applicants for certificates, just as the

normal schools help to get state diplomas. You have urged such a plan in THE JOURNAL and it must be presented again. Suppose we had no normal schools and yet needed 500 new people with state licenses every year—where would we be? It is just so with the lower grade of licenses, only made more so! X.

The writer of the above requested that his name be not appended; but his views are very sound. The point as to preparing those who want the lower certificates is unanswerable. This may demand some change in the machinery, but it will be worth all the effort it may cost. At some time the state of New York has got to face the question of giving *special preparation to those who aim at the first, second, and third grade certificates*.

The best plan it seems would be to open in June, July, August, and September a county training school to continue eight weeks; to arrange the pupils in three classes (third grade, second grade, first grade), and drill them thoroughly in the best style. There should be a practice school by all means. Let there be no attempt to play Hamlet and leave Hamlet out. There is too much of this attempting to learn *DOING* and no doing at all in it except tongue-doing.

Of course such a plan as this will strike a good many unfavorably; it is not the good old way as X. says. But the step forward now is training for teachers who aim at the certificates.

Several articles have appeared in THE JOURNAL on Ethics, but they do not reach the ethical motor in education, that is, they do not reach the sensibilities as a factor or means. Impressions must be made on the feelings so as to affect the will. How is this to be done? is the problem. We must gather instances like these: A boy grieved because he was tempted not to report an error; he overcame the temptation and reported the mistake; it gave him the place above his classmate. One is supposed to rejoice in overcoming temptation; *perhaps* this one had an extraordinary high degree of *moral feeling*. Here is a rule: "In the morning ask what you are to do, at night think what you have done." I have found a review of the day, with a question, to be a powerful factor in moral education.

L. B. C.

Newark.

Afterward.

It has been said that fewer would enter the teachers' ranks, if they were endowed with foresight. I think there would be more, since the compensation far outweighs the loss. Were there no "Afterward" for the teacher, I would say differently; but a rich afterward awaits every faithful worker. Her services may not always be appreciated at the time they are rendered, but the pension, and the back pension are sure in the afterward, and largely by the pupils who caused her tears and vexation. Dear young teachers, I wish I could show you the treasures that memory is every day bringing to me, from the little country school-houses where I have worked. You would not be so easily discouraged as you are. The little pets and freaks of childhood, viewed through the kaleidoscope of memory, how different they look! Little truant Johnny, who stoutly declared that he "hated school and the whole batch of teachers," how he loved all his out-door teachers! How I thank him now for hinting to me that I must let him bring as many of them as possible into the school-room as assistants, if I expected him to be there in season, for they all stopped him on his way to school! Who but Johnny could find for me just what I needed for my morning object lesson? And who, so well as he, could lead our Friday afternoon walks of that pleasant term, for he knew the home of everything that lived?

Then the two furnished corners of our school-room; one, as a parlor, made attractive by pictures, story-books, and whatever of prettiness they chose to bring from their homes, having one large arm-chair, inviting two little people to sit; and the opposite corner, known as the workshop, where stood a table, covered with building blocks of various forms, where wonderful fabrics called forth the admiration of teacher and pupil. I see Eddie's chubby hand waving, and anticipate with a "yes" the question I know is coming, "May me and Susie go to the parlor?" The frequent accidents that occurred recall the unfortunate children, found in every school, who are always needing court-plaster and comforts. I remember that it did not matter so much where the remedy was applied, whether above or below the wound, if only accompanied by a sympathetic tone. I think I have several heart keys in my possession now, that little bruised fingers dropped into my hand, while I was caring for them. Of one school of ill-reputation, I have delightful recollections. I recall the motherly ways of the older girls toward the timid and the unfortunate, the many occasions that called out the manliness of uncouth boys. I remember many a romance began with the little boy and girl who shared the same primer, and now, in life's sterner school, they share its blessings, and I watch the romance as it goes on, glad that it will never end.

But what of the heartaches, the unrequited toils, the nights made wakeful by conscious failure? Oh, they are not a part of the "Afterward" which the faithful teacher keeps! Memory, like the children, is always glad to lose what she does not fancy.

East Hollister, Mass.

A. C. SCAMMELL.

January 9, 1892.

THE SCHOOL JOURNAL.

41

Important Events, &c.

The Sultan of Turkey.

Abd-ul-Hamid II., sultan of Turkey, was born in 1841 and succeeded his brother, Murad V., who was deposed in consequence of mental incapacity in 1876. A war with Servia and Montenegro was in progress at that time, and it was scarcely over before Russia joined with Roumania in declaring war against Turkey. The Russians were repulsed from Plevna after some stubborn fighting, but gained reinforcements afterwards and took the place, the Turks retiring to Adrianople. Being driven into Erzeroum, the Turks were obliged to sue for peace, which was granted by the treaty of San Stefano, in March, 1878. A general European war was threatened until peace was established by the congress of Berlin in July, 1878. The reluctance of Abd-ul-Hamid to carry out the directions of the Berlin congress has Europe on the brink of war for some time. In 1879 he was subdued by British threats, and has since then displayed more wisdom and prudence.



So far as his reign is concerned, he has tried in every way to improve on the administrations of his predecessors, and has won a large degree of popularity among the people. On March 26, last, the fiftieth anniversary of his birth was celebrated amid universal rejoicing.

Turkey has a national debt of one billion dollars and it is common to speak of it as a bankrupt nation, but its credit in the bourses of Europe has lately improved. The standard of education has been raised and the army improved, and in the last ten years great progress has been made in the building of railroads, and the development of the resources of the empire.

Great excitement was caused in Constantinople about the first of September by the removal of Kiamil Pasha, grand vizier, and the other ministers of the Turkish cabinet, and the appointment of a new cabinet. It seems that they were blamed for the Dardanelles incident (allowing Russian vessels carrying soldiers to pass through that strait), the trouble between the Greek and Latin churches in Bethlehem, and the Armenian troubles. None of these causes had so much to do, however, with the ousting of the ministry as the great religious insurrection in the Yemen, which threatens the sultan's power in the holy cities of Mecca and Medina. The late ministry was thought to be too tolerant toward Christians, and the new cabinet is composed of men intolerant and bigoted toward everything Christian. The Arabians are of a much stricter sect than the sultan and respect him only because he is Caliph. The leader of the insurrection is a lineal descendant of Mahomet, and if it should succeed would retain the fanatical devotion of the Moslems, which might cause endless complications.

COUNT TOLSTOI'S RELIEF WORK.—This famous Russian and his family have entered upon the work of relieving his starving countrymen. Free soup kitchens have been established in the Chernski district, the province of Samara, and other parts of the country. The government, acknowledging its inability to deal with the great calamity, allows public relief; but it insists on having control over the collection and distribution of relief funds. The useless interference of the government is seen in the fact that

if two or more persons make an appeal in their collective names—they lay themselves open to the charge of "forming an illegal association." The work of the Tolstois, however, will not be interfered with.

CANADA AND NEWFOUNDLAND.—Canada has declared commercial war against Newfoundland by levying a duty on fish and fish oils. This is to punish this province for refusing to let Canadian fishing vessels to take or purchase fish in Newfoundland waters.

SWITZERLAND'S PRESIDENT RESIGNS.—Dr. Welti president of Switzerland has resigned because the electors voted against the government's purchase of the Swiss Central railway. He also resigned from the Federal council.

DEATH OF LORD LYTTON (OWEN MEREDITH).—The earl of Lytton better known by his *nom de plume* Owen Meredith, died recently. He is the son of another and much greater writer, the author of the plays "The Lady of Lyons" and "Richelieu" and many fine novels. The son began his diplomatic career when he was eighteen years of age and was a British agent abroad with few intermissions for the remainder of his life. He was successively located in Washington, Florence, the Hague, St. Petersburg, Constantinople, Lisbon, Calcutta, and Paris. This gave him a great knowledge of the world, in fact made him a cosmopolite, and greatly influenced his works. Lord Lytton published many works, but he is best known as the author of *Lucile*, a romance in verse.

FIGHTING IN INDIA.—The Hunza Nigar tribemen near Gilgit, having shown a hostile disposition, were attacked Dec. 2 at the stronghold of Nilt by Cashmere troops commanded by British officers. The gates of the fort were blown up and the fortress captured. The tribesmen were afterwards driven from a hillside on which they had taken refuge.

CHURCH AND STATE IN FRANCE.—In the French chamber of deputies recently a motion was introduced condemning the hostile attitude of the clergy to the government and demanding steps be taken to separate church and state. An assertion made by M. Floquet raised a tumult in the house, but he maintained his self-control, simply remarking that the chair was powerless to deal with fits of madness. The cabinet had a struggle to maintain its power.

INDIA'S LOYALTY.—The Indian national congress was held at Nagpur, capital of the central provinces, 800 delegates being present. British rule in India was highly praised. The chairman said they were in favor of everlasting union between England and India. The marquis of Lansdowne has been making a tour of the provinces of India and has everywhere been received with the warmest expressions of loyalty and devotion to British interests.

WEST INDIAN RECIPROCITY.—An arrangement has recently been made for reciprocal or free trade between the U. S. and the British West Indian colonies of Jamaica, Barbadoes, the Leeward and the Windward islands, except Grenada, Trinidad, and the colony of British Guiana. It is expected that the arrangement will go into effect as to the West Indian colonies named on Feb. 1 and as to British Guiana on March 31. Reciprocity arrangements have also been made with Guatemala and Salvador.

JAPANESE LEAVING HOME.—As many as 20,000 of the natives of Japan have left their country this year to seek fortune elsewhere. Japanese colonies are now flourishing in the Caroline, Bonin, and Ladrone islands of the Pacific ocean. The government of Japan has recently established a bureau of emigration, and it has already received notices from the governments of Mexico, Canada, and Australia that Japanese artisans and farmers will be welcomed in these countries. It is probable that the out-flow of population from Japan next year will far surpass that of any previous year.

A NEW FLAGSHIP.—The *Blake*, one of the model iron warships of the world, has been assigned to act as flagship for Her Majesty's North Atlantic squadron in America. It is a 9,000-ton vessel, 375 feet long, and has a possible speed of twenty-five miles an hour. The *Blake* carries a powerful battery.

HELPING THE FINNS.—The peasantry in the northeast of Finland are suffering for want of food. They sent appeals to Sweden for aid. There is a strong movement in that country in favor of helping the Finns, owing to the strong attachment between the two nations which has survived the annexation of Finland to Russia. It is said that the Russian government is displeased at this action on the part of the Finns.

New Books.

We have just received three little hand-books, uniform in shape and binding, that will be found very useful to those who desire self-improvement. One is entitled *Correspondence*, by Agnes H. Morton, and contains directions for writing letters and specimens of business and social letters. The ability to express oneself properly in a letter, cannot be prized too highly, and as a sense of its importance is widespread there will be a brisk demand for this book. Another of the hand-books is on *Conversation*, an art which all must practice, but of which few are masters. The author, J. P. Mahaffy, sets forth the essentials of good conversation in its physical, mental, and moral aspects; describes its objective conditions, and then treats of the matter of conversation and how to present it. *The Debater's Treasury* comprises a list of 200 questions with notes and arguments, by William Pettinger. The lyceum novice often complains of lack of language. What he really lacks is not language, but ideas, which this little book will supply and teach him how to arrange them in an orderly manner. Of course only the main points are given, but from these with reading and thought, one can produce an elaborate series of arguments. (The Penn Publishing Co., Philadelphia. 50 cents each.)

To many, philosophy is only another name for metaphysical nonsense; but to others it is the grandest study to which the human mind can be applied because it is the originator of all science. The history of philosophy is the history of the human mind's struggles to attain the truth. *A Study of the Greek Philosophy*, by Ellen M. Mitchell, in an octavo volume of 282 pages, has been published. The volume is the result of the studies of a class in this subject in St. Louis in which the author led as teacher and learner. She afterwards led a class in Denver. The discussions that would arise in such an assembly would naturally bring up many points that would require investigation and explanation, and of course each member added something to the store of thought. The book comprises the results of these discussions. Its merits consists in the fact that it gives in a condensed form the opinions and beliefs of the leading Greek philosophers, and in language as clear as the nature of the subject will admit. It makes a pleasant introduction to the study of the views held by these master thinkers. (S. C. Griggs & Co., Chicago. \$1.25.)

The Diseases of Personality is the title of a book translated from the French of Th. Rebott. The author has delved deeply into physiological-psychology, and his observations have a wide range. The book is, therefore, of great interest and value. He opens by stating the divisions of the subject, defining the nature of consciousness, and estimating the importance of the psychic factor. Then he treats of organic disorders, emotional disorders, disorders of the intellect, and dissolution of personality, and concludes with some remarks on zoölogical individuality and its ascending evolution, colonial consciousness, etc. Numerous cases of diseased personality are cited. (The Open Court Publishing Co., Chicago. 75 cents.)

A story giving the lighter side of those dark years that followed the landing of the Pilgrims is *Betty Alden*, by Jane G. Austin, author of several books relating to New England history. She has studied that period sufficiently to enable her to reflect the spirit of those early and somewhat gloomy founders of the republic. Ac-

cording to her story, however, their life was not all soberness, they had their times of merry-making something after the style of those in the merry land from which they came. The heroine of the story, Betty Alden, was the first-born daughter of the Pilgrims, and these are introduced, and we get on familiar terms with such well-known characters of history and romance as Gov. Bradford, John Alden, and Priscilla his wife, Myles Standish, and others. The author reproduces the quaint speech of the Puritans, there are pleasant touches of humor through the book, and the character painting is strong and true. The book is interesting as a story and as study of history. (Houghton, Mifflin & Co., Boston and New York. \$1.25.)

The student who attempts the study of English literature is likely to be bewildered at first with the wealth of material. The young student, at least, needs a guide or much of his energy and time will be wasted. In the absence of a teacher *The Short Courses of Reading*, by C. T. Winchester, professor of English literature in Wesleyan university, will supply the needed directions. The five courses are confined to *belle lettres*, and are intended for those who have not gone very far in the study of literature. The courses are as follows: Course I., Marlowe, Greene, Shakespeare, Bacon, Milton; Course II., Dryden, Addison, Steele, Swift, Pope; Course III., Gray, Goldsmith, Johnson, Burke, Cowper, Burns; Course IV., Wordsworth, Coleridge, De Quincey, Lamb, Byron, Shelley, Keats; Course V., Carlyle, Ruskin, Arnold, Browning, Tennyson. There is a list of critical literature relating to each author and test questions at the end covering a portion of the reading. (Ginn & Co., Boston.)

One of the most detestable characters in history is Nero. Nevertheless there is a fascination about his career that few can resist: Rev. Alfred J. Church, M. A., has taken it as the basis of a story, entitled the *Burning of Rome*. The treatment of ancient historical themes is the author's specialty, and he paints his scenes with a vividness that comes from deep and accurate knowledge. In this story he describes Nero and his contemporaries, and sets forth their doings in a dramatic way. The volume has several colored illustrations. (Macmillan & Co., London and New York. \$1.00.)

A pleasantly written love story is *The Romance of a Chalet*, by Mrs. Campbell Praed. The scene is laid principally in Switzerland and describes the adventures of an English party in that romantic land. There is disappointment and some intrigue to you a spice to the narrative and there are plenty of bright dialogues and lively descriptions. The volume is bound in red cloth with handsome designs and lettering in gilt. (J. B. Lippincott Company, Philadelphia.)

In Heath's Modern Language series has been issued *Pierre et Camille*, one of the best stories written by that brilliant Frenchman, Alfred de Musset. It is edited with English notes by O. B. Super, Ph. D., professor of modern languages in Dickinson college. Students of French will find entertainment in the story and by it will greatly increase their knowledge of the language. (D. C. Heath & Co., Boston.)

In No. 19, of *Shoemaker's Best Selections* is a great variety of prose and verse for reading and recitation. Most of them are inserted not because their authors have acquired a great reputation, but because of their availability for use on the rostrum. They are humorous, dramatic, pathetic, dialect, and therefore the

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43

book will make a prized addition to the home library. Such volumes of selections do good service in presenting gems from the periodicals in a permanent form. Elocutionists and others will find much in No. 19 to admire. (The Penn Publishing Co., Philadelphia. Paper, 30 cents; cloth, 50 cents.)

Among the books in the Good Company series is *Augustus Jones, Jr., the Little Brother, and other Stories*, by Fitz Hugh Ludlow. The author is known for the grace and versatility of his writings as journalist and novelist. The tales in the present volume are considered his best and are full of wit and humor, truth and satire. *His Marriage Vow*, by Mrs. Caroline Fairfield Corbin, is another volume in this paper-covered series. It deals with a social question, and was so widely read on its first publication twenty years ago, and its sentiments met with such approval, that its republication was deemed advisable. (Lee & Shepard, Boston. 50 cents each.)

In *The Fifth Book of Thucydides* is narrated an interesting period in the history of Athens. It begins at the expiration of the two years' truce with Sparta, 423 B. C., when an expedition was made, urged by Cleon, in the hope of gaining Athenian ascendancy in Thrace. The text is edited with notes by C. E. Graves, M. A., classical lecturer and late fellow of St. John's college, Cambridge. The volume is planned on the same lines as the author's edition of Book IV., and he is mainly indebted to the same authorities. The full notes, dealing with many and peculiar difficulties, will make this edition of especial value to the student. (Macmillan & Co.)

Literary Notes.

—Five unauthorized editions of George Kennan's *Century* articles on Russia have appeared in Germany and another is in process of publication in parts in Hungary. The Czar is said to have ordered that a copy of the articles in book form be placed before him as soon as the book is ready.

—Mrs. Jackson's biography of her husband, Thomas J. Jackson, or Stonewall Jackson, as he was commonly called, is published by the Harpers, with the introduction by Dr. Henry M. Field.

—“In Cairo,” by William M. Fullerton of Boston, is issued by Macmillan & Co. It will be illustrated by Percy Anderson. Mr. Fullerton is engaged on a volume of studies in the Peloponnesus, a region which he has explored on the back of a donkey.

—No 51 of the Riverside Literature series, published by Houghton, Mifflin & Co., contains Irving's story of *Rip Van Winkle* and other American essays from the “Sketch Book.”

—C. M. Barnes, of Chicago, has issued the *Model Writing Tablet*, which has won considerable popularity in the schools. The same publisher furnishes *Holmes' New Drawing Cards*, for primary and kindergarten schools.

—The Scribners will publish shortly a new book of travel, entitled *Across Russia*, a narrative of a journey from the Baltic to the Danube, by Dr. Charles A. Stoddard, the editor of the New York Observer.

—No 9 of the Rose library, published by Worthington is *Asmodeus; Or, The Devil Upon Two Sticks*, by Le Sage, with designs by Tony Johannot.

—Roberts Brothers have lately published *Thy Kingdom Come*, ten

sermons on the Lord's Prayer preached at King's Chapel, by Rev. Henry Wilder Foote.

—A Spanish Edition of the “Story of the Nations” series is being issued in Madrid under arrangements with the Putnams. Gilman's *Story of the Saracens*, in this series, is now being printed in raised letters for the use of the blind.

—The Ingerson Publishing Co. of St. Louis, have published *A New Graded Method of English Grammar*, by M. D. Mugan and John S. Collins, principals in the St. Louis public schools. It also includes chapters on letter writing and composition.

—D. C. Heath & Co., Boston, issue *Folk and Fairy Tales in French for Young or Old Children*, selected and edited, with notes and vocabulary, by Prof. E. S. Joynes, of the University of South Carolina.

—The recent publication by Harper & Brothers of Von Moltke's notable book, *The Franco-German War*, lends interest to the fact that the great soldier had another side than the one shown to the world. Selections from the letters to his mother and brothers will soon be published.

—The many friends and admirers of Rev. Dr. Charles Cuthbert Hall, of Brooklyn, will learn with sincere pleasure that Houghton, Mifflin & Co. will very shortly publish a volume of his sermons. It will contain eighteen discourses of unusual power, literary attractiveness, and spiritual illumination.

—*Preparing to Read*, by Mary A. Spear and D. R. Augsburg, is what its title implies, a book which shows how to lay a good foundation for the child's future reading. It is the aim to offer such suggestions and present such details as will assist the inexperienced. The exercises given are but suggestive of many others of a similar nature. Drawing is given great prominence in the book and pictures of objects are used on nearly every page as aids in teaching language. The book is issued by the New England Publishing Co., Boston.

Magazines.

—William Black's new story, “The Magic Ink,” will be published serially in *Harper's Bazaar*. The first instalment appears in the issue of January 9, and it will run through about four numbers.

—The number of *Harper's Weekly*, published January 6, contains a valuable and exhaustive article on the “United States Revenue Marine,” accompanied by numerous illustrations. It also contains accurate views, from the accepted plans and designs, of the new Protestant Cathedral of St. John the Divine, soon to be built in New York City.

—*Harper's Young People* for January 5, is called the Columbus number. It contains Janvier's short history of the career of Columbus; “The First Christians in the New World,” by Kirk Munroe; the ninth instalment of the Columbus serial, “Diego Pinzon”; the second part of “The Fate of Belfield” “New-Years in Russia,” etc.

—The first number of the new *Philosophical Review*, edited by J. G. Schurman and published by Ginn & Co., contains “The Critical Philosophy and Idealism,” by Professor John Watson; “Psychology as So-called ‘Natural Science’” by Professor George T. Ladd; “On Some Psychological Aspects of the Chinese Musical System,” by Benj. Ives Gilman. The book department is complete and there are summaries of articles on different branches of philosophy. The magazine will be published bi-monthly.

—The “Progress of the World” in the January number of the *Review of Reviews* opens with a staunch and thorough discussion of the lottery question in Louisiana. The silver question, our diplomatic situation, the President's message, and other American affairs are touched upon. The English political situation is discussed with freshness and vivacity. Remarks are made upon several prominent men who have lately passed away, among them being Dom Pedro, Lord Lytton, Senator Plumb, and Rev. Oscar McCulloch. The number contains portraits of fifty or sixty of the notabilities of the day. Mr. Stead has an article on “The Czar and the Russia of To-day.”

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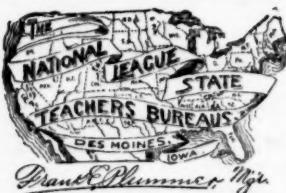
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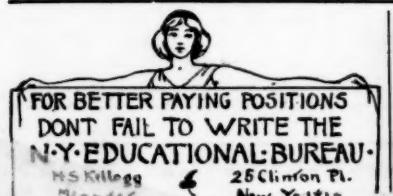
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